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ABSTRACT

The purpose of this report is to provide insight into the accomplishments of community colleges in serving minority populations. Observations are drawn from the literature in relation to open admissions, the extent to which minority educational needs are met, actions that would help community college programs benefit the individual and the institution, the importance of cultural awareness, and the elements leading to minority student success. Additionally, data are presented which indicate the following: two-year colleges have shown strong growth in minority enrollments, offering opportunities for study to minorities to a greater extent than postsecondary education as a whole; and there has been a marked increase in minority employment in two-year colleges, though a substantial gap remains between minority enrollment and employment. The first of a series of commentaries is by Shirley Chisholm, who addresses the importance of community colleges for Blacks. Next, Mildred Bell describes an evolving developmental studies program; Wallace Galluzzi explores the way in which Haskell Indian Junior College (Kansas) serves the special needs of Indian students; Donald Godbold discusses the efficacy of community colleges for minorities; Hattie Jackson examines the past and future relationship of minorities and the two-year college; and Helen McLean considers definitions of minorities, barriers to postsecondary education, and program evaluation. (AYC)

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MINORITIES AND COMMUNITY COLLEGES

DATA AND DISCOURSE

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INTRODUCTION

Minorities in this country are taking advantage of opportunities for education beyond high school in ever mounting numbers. They are seeking and increasingly achieving better jobs, professional advancement, and greater fulfillment in their lives—conditions that come in large part from better and higher education.

Community, junior, and technical colleges can take considerable credit for expanding the base for education beyond high school for minorities. Through flexible admissions policies, low costs, and a broad mix of educational programs, they have provided the keys to opportunity for many. Increased college-going for persons of minority backgrounds—blacks, Hispanics, native Americans, and others—can be traced directly to the rapid development and growth of two-year colleges during the past three decades.

There are some critics who negate this contribution, who say that minorities are "tracked" into community colleges and, once there, into non-professional occupational programs. But the reverse is true. Community colleges have opened doors to baccalaureate programs and advanced graduate education through the provision of sound liberal arts and general education programs. And they have provided options for those who are more interested and better equipped to go into training that will lead to rewarding technical and semiprofessional jobs.

In short, community colleges can be justly pleased with a sound record of accomplishment in service to millions of Americans who have often been short-changed in the past.

In order to provide better insight into that record, the American Association of Community and Junior Colleges in the fall of 1978 gathered new information on minority enrollments and staffing. The data were collected along with other enrollment information for the *1979 Community, Junior, and Technical College Directory*.

Nearly 80 percent of the 1,234 colleges surveyed responded with data on racial/ethnic participation. Thus, the information collected provides a reliable and up-to-date index of community college response to the needs of these Americans (and a small percentage of non-resident aliens).

We are glad also to be able to provide in this report some commentary from persons who have a more than passing interest in and grasp of educational needs of minorities. Their observations may help to bring an even more objective view of both accomplishments and future needs. AACJC is indebted to them—and to the colleges that provided necessary information for this report.

We acknowledge with appreciation the support of The Rockefeller Foundation in making the survey and the report possible.

Edmund J. Gleazer, Jr.
President
American Association of Community
and Junior Colleges

A REVIEW OF THE LITERATURE

The community colleges of this nation have taken the initiative in opening the doors of postsecondary education to minorities. The colleges with full support of the American Association of Community and Junior Colleges have responded to this serious social need. In 1973 the annual assembly, an event designed for the discussion of one critical issue facing community colleges, devoted itself to "New Staff for New Students." The discussion dealt very specifically with the needs of black, Spanish, and American Indian students, and with staffing needs in relation to these students.[1]

The nation's two-year colleges have felt the responsibility of the open door, the new student, and the resulting call for a different kind of education, an education that started not at some pre-determined point, called college level, but an education that started with the individual student at his or her point of need.

We offer, in evidence, this quote from a 1972 AACJC publication:

> An October 1970 issue of *Time* contained an education feature entitled "Open Admissions: American Dream or Disaster?" The article expressed the notion that an "open access" policy could either "invigorate colleges" or lead to "academic disaster," and pointed out that education officials meeting at the American Council on Education in St. Louis displayed opposing attitudes toward a policy of open admissions. "To some it seemed a triumph of democracy; to others an omen that colleges may soon be overwhelmed with the wrong kind of students."
>
> Are poorly educated, culturally deprived, and poverty-stricken youth the "wrong" kind of students? Should they be branded undesirables because they are academically inept and need education desperately? The American academic system is already on the brink of disaster because of the "wrong" kind of educators. Why fear the "wrong" kind of students? Overwhelming educational inefficiency can be traced to archaic attitudes and self-serving institutional callosity. Arthur Cohen in *Dateline '79* pictures traditional faculty members making "desperate attempts to plant sprigs of ivy at the gates so that the barbarians will be dissuaded from entering."
>
> The time for "planting ivy" has passed; the gates are open. Educators must leave their comfortable retreats and become accountable by joining the ranks of other professions in a common effort to solve national problems. A tangible expression of educational accountability in the form of honest "open door" policies supported by a willingness to assume responsibility for student learning may be the only way to prevent "academic disaster."[2]

Strong but necessary language then. Strong but necessary language now.

Are community colleges meeting the needs of the poorly educated, culturally "different" minorities? There is a two-part answer to that question.

1. The colleges are *serving* minorities. National data for minorities were not collected in 1977. In 1976, 38.8 percent of all minority students in higher education were in two-year colleges. Almost one-fourth of all two-year college students were of a racial minority. This would indicate that the open door is wide open. Further, there is a great variety of developmental programs available on nearly every two-year college campus in the country. These are very strong indications of the purpose of the community college. The intent of the two-year college is to accept all persons and to remediate deficiencies where necessary.

2. While minority students are enrolling, success with remediation is not universal. Edmund J. Gleazer, Jr., president of the American Association of Community and Junior Colleges, at a staff meeting at AACJC headquarters on February 5, 1979, stated that there is evidence of a "growing chasm between the academic 'haves' and 'have nots.'" Proficiency levels are moving up in grade schools, but are not yet up in high schools. Minority students are often the ones caught in this lag.

What actions should be taken so the results of community college programs will be positive for both the individual student and the institution?

Research produces these suggestions:

- Build on those programs and services that have worked. There is evidence that many programs of remediation work. An ERIC Brief has been prepared for AACJC that contains examples of many programs that are achieving the desired results. Copies of the publication are available from AACJC.[3]
- There is a need for high schools and community colleges to work more closely together. Concepts inherent in the

federally sponsored TRIO* programs could be used to identify academically able minority students and plans developed with the student to make further education possible.

- The two-year college needs to become more analytical. New remediation plans need to be used with control groups and pre- and post-tests so results or lack of results can be clearly seen. It is only in this way that programs can be evaluated, modified, and moved toward greater effectiveness.
- Simple cost analysis methods must be used so program developers can work toward cost effectiveness. The costs of remediation are substantial, and developmental programs are now facing fiscal scrutiny. Their effectiveness must be documented. Society as a whole is cost conscious. A worthwhile analysis could be one that shows the cost for remediation that brings an individual to a level where he or she can be productive versus the cost to the community of a non-productive individual.
- Each community college would benefit from an objective look at itself. It may be that elements within the institution need to change before any program of remediation can be successful.
- Critics need to be heard. When any institution grows old enough to become defensive as a first emotion, it is probably in trouble. Critics are sometimes right. Where minorities are discussed, the words "tracking" and "retention" are frequently used. Community college administrators and faculty need to look at these two areas to determine whether they are wanting. The question must be asked: If remediation is successful and counseling is personal and positive, will the student develop new goals and retention improve?
- It would be helpful if the college community felt comfortable enough about its mission that it did not need to feel defensive when confronted by the elitist who maintains that retention and degrees are the only measures of success. To accept a student who is culturally and educationally deprived, perhaps the first in his or her family to come to a college for any reason, and to teach that student how to read and write well enough to apply for a job might be considered a worthwhile accomplishment.
- Community colleges can listen to the experts. In the American College Testing Program's publication ACTIVITY, Lee G. Noel of Iowa is quoted as saying in relation to retention, "Gimmicks or tricks-of-the-trade will not work . . . Increased retention rates will result if programs and services for students are improved.[4]
- Minority students need direct access to minority staff. This eliminates some of the rather serious communication barriers and at the same time furnishes role models.
- Staff can do serious soul searching for attitudes that could stand in the way of successful remediation.
- Developmental math and English by themselves seldom increase retention. Some added ingredient seems to be needed. The NCES Longitudinal Study has provided educators with a substantial finding. "Locus of control emerged as an important correlate of ability. In particular, the high-ability group considered itself more internal (that is, more in control of the environment) than did the middle or low-ability group; the latter was the most external. . . . The ethnic group data showed the whites to be the most internal." Further, "Research shows that perceived locus of control shifts in the internal direction when the individual masters his environment and in the external direction when he fails to." And finally, "It would appear that blacks and Hispanics tend to see themselves as victims of circumstances beyond their control, a belief not yet modified by post-high school experiences."[5]

Minority groups have separate cultures. What should concern educators is the "effect of cultural differences in the psychological functioning of minorities in a dominant culture different (from) their own."

These persons who are culturally different (in the words of author Carlos Fuentes[6]) struggle for "identity and integrity." This seems to say that the institution will need to think of change not just for the student but for itself as well. To meet this need for "identity and integrity" will require sensitivity and knowledge. In speaking of the knowledge required, Griffith counsels: "I would suggest that any counselor who

*TRIO is an acronym for three programs: Talent Search, Special Services, and Upward Bound. Title IV, Subpart 4, P.L. 89-329, Higher Education Act of 1965 (as amended).
Talent Search - "This program has three objectives. The first is to identify qualified youth who possess exceptional potential for postsecondary education, but who have financial or cultural need . . ."
Special Services - "This program is designed to provide remedial and other supportive services for students with academic potential who are enrolled or accepted for enrollment at the institution which has received a federal grant and, who, by reason of disadvantaged educational, cultural, or economic background . . ."
Upward Bound - "This program is designed to generate the skills and motivation necessary for success in postsecondary education among youths from low-income backgrounds who have academic potential but who lack adequate secondary school preparation . . ."
Last year (77-78) 72 percent of the monies allocated through the TRIO programs went to minority students.

specializes in issues having to do with race can be effective. I would ask counselors to realistically review for themselves the amount of specialization they have. Based on my own experiences, few white counselors have invested themselves in racial issues in the depth and breadth that minority counselors have."[7]

In the same *Journal* the needs of Cuban-American students in Florida and within Spanish-American communities throughout the states are discussed.

> Many feel that if they disclose their true feelings about their experience, they will be misunderstood, judged, and lose whatever help an outsider was going to provide. In this sense, they feel quite helpless in voicing their needs to counselors, student personnel workers, and university administrators.
>
> In order to survive in a system they view as insensitive to their needs, they often behave and say things that are acceptable and very much in accordance with the status quo. Deep down they are torn between their own feelings of confusion and frustration and keeping an acceptable facade. We have found that in relating to Cuban-American students outside the office, in the student's environment, we are more effective in establishing helping relationships characterized by a great deal of trust, acceptance, warmth, and support. Cuban-American students will trust persons who are aware of their culture and who are eager to participate with them socially. They are delighted to bring outsiders they view as truly interested in their concerns as Cuban-American students to their gatherings.[8]

This need for cultural awareness is stated in many reports. The summer 1977 *Community College Review* contains two articles on minority students in community colleges. The article by Apolonia Coronado discusses service to Indian reservations. The author stated that one of the functions of the college is to translate the needs of the Indian communities into "colleges." "Great care was taken (by the college staff) not to offend or talk down to. Community colleges and other agencies should not treat adults as children and prescribe experience for them."[9]

The second article in this issue speaks to the needs of black students.

> Community colleges are providing an easily accessible educational opportunity for many black Americans; but because of low self-concepts and unmet orientation needs, many of these students are having a difficult time surviving. Non-traditional approaches must be developed to help meet these needs and to prevent any chance of an "open-door hustle."
>
> Counseling groups such as Human Potential Seminars provide a very effective medium for increasing self-concepts. *Black peer counselors* should be used to provide valuable assistance by helping at registration, leading study groups and serving as tutors. The presence of more black instructors and administrators can provide more interest and leadership for black student activities and can indirectly increase black student orientation.
>
> The most important tool for increasing black survival at community colleges is *a higher sensitivity of the academic instructor* for the special needs of black students. This increased sensitivity will hopefully lead to better instructional approaches for reaching black student activities and can indirectly increase black student orientation.[10]

Conclusions

This is not the time to be discouraged. The two-year college has accepted for itself a very difficult task. No other institution of higher education at any point has tried to remediate and pull into the mainstream any deprived person who wishes to try. There has been some success, and there will be more. The literature is rich with the efforts of educational leaders, departments, and entire colleges committed to the deprived and under-achieving student. With this kind of dedication and creativity, more success will become visible.

In capsule form, here are the elements that seem to lead to greater success for the minority student:

- staff who are sensitive to students' needs and who have become culturally knowledgeable
- staff who meet students in their own environment
- commitment of the entire institution to the welfare of minorities
- a choice of learning styles
- programs or activities that remediate such non-academic areas as low self-concept, locus of control, high debilitating anxiety, lack of goal clarity
- relaxation of the formal institutional structures that inhibit access to persons
- a plan for finding and motivating the academically able.

Community, junior, and technical colleges can be credited with making extremely important advancements in serving minorities. It is now time for new initiatives.

Footnotes

[1]Yarrington, Roger, editor. *New Staff for New Students*. AACJC, Washington, D.C., 1974.

[2]Roueche, John E.; Baker, George A., III; Brownell, Richard L. *Accountability and the Community College*. AACJC, Washington, D.C., 1972.

[3]Sanchez, Bonnie, compiler. *About Community College Remedial and Developmental Education*, an ERIC Brief. Los Angeles, 1977.

[4]*ACTIVITY*. "More Than Tricks Needed to Retain College Students." Vol. XVI, No. 3, October 1978, ACT, Washington, D.C.

[5]Tabler, Kenneth A., project officer. *Group Profiles on Self-Esteem, Locus of Control and Life Goals* National Longitudinal Study, National Center for Education Statistics, 1977.

[6]Fuentes, Carlos. "Outlook," *Washington Post*, February 11, 1979.

[7]Griffith, Albert R. "A Cultural Perspective for Counseling Blacks." *Journal of College Student Personnel*, May 1978.

[8]Greco, Maria Elena; McDavis, Roderick, Jr. "Cuban-American College Students: Needs, Cultural Attitudes, and Vocational Development Program Suggestiability and the Community College. AACJC, Washington, D.C., 1972.

[9]Coronado, Apolonio. "Can Adult Education Serve Indian Reservations?" *Community College Review*, Vol. V, No. 1, Summer, 1977.

[10]Pulliams, Preston. "Black Students Feel Left Out," *Community College Review*, Vol. V, No. 1, Summer, 1977.

DATA AND ANALYSIS

Analysis of data presented in this report, from the 1978 American Association of Community and Junior Colleges' minority survey as well as from other sources of data on minority enrollment and employment in the 1970's, indicates the following:

— two-year colleges have shown strong growth in minority enrollments;

— two-year colleges offer opportunities for study to minorities to a greater extent than that found in postsecondary education as a whole;

— there has been a marked increase in the employment of minorities in two-year colleges, although a substantial gap between minority enrollment and employment in two-year colleges remains.

A Look at Current Data

Community, junior, and technical college enrollment increased by 5.5 percent between 1976 and 1977 and decreased between 1977 and 1978 by one percent, according to data in the 1978 and 1979 editions of the *Community, Junior, and Technical College Directory* (published by the American Association of Community and Junior Colleges). During the same two years, minority enrollment appears to have decreased by about 0.4 percent.

Historical data on minority participation in two-year colleges are not easily found, and are not always in agreement. In a 1970 minority survey conducted at AACJC by Andrew Goodrich and Lawrence W. Lezotte, 11.5 percent of the enrollment were from ethnic minority groups. In the same year (1970) data from the Office of Civil Rights of the U.S. Department of Health, Education and Welfare indicate that 14.5 percent of enrollment in two-year colleges were minorities. Comparing the Office of Civil Rights' figures with the current survey, there has been a 52 percent increase in minority enrollment over the past eight years.

While the differences in data collection methodologies for the several studies make direct comparison of actual enrollment numbers difficult, it appears that the percentage increase in numbers of minority students has been greater than for enrollments as a whole during the 1970's.

Table I lists the states and percentage of their 1978 enrollment for each racial/ethnic group.

TABLE I
STATE ENROLLMENT, PERCENTAGE BY RACIAL/ETHNIC GROUPS, AACJC, 1978

State	Non-Resident Alien	Black Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White Non-Hispanic	Minority Sub-Total
Alabama	1.3%	27.8%	0.1%	0.1%	0.1%	70.2%	29.8%
Alaska	0.2	0.2	42.3	1.2	0.7	55.1	44.9
Arizona	0.9	3.0	4.9	0.7	8.9	81.3	18.7
Arkansas	0.5	20.7	0.8	0.4	0.4	77.0	23.0
California	1.0	9.6	1.5	5.9	10.3	71.4	28.6
Colorado	2.3	3.8	0.9	0.9	8.4	83.5	16.5
Connecticut	0.4	8.7	0.2	0.5	2.5	87.3	12.7
Delaware	0.1	15.2	0.1	0.4	0.9	82.9	17.1
Florida	2.0	11.5	0.3	0.6	8.6	76.7	23.3
Georgia	1.5	18.9	0.2	0.5	0.6	78.0	22.0
Hawaii	3.1	1.2	0.2	70.1	3.8	21.2	78.8
Idaho	0.8	0.5	0.4	0.9	1.8	95.3	4.7
Illinois	5.0	14.4	0.3	1.2	2.2	76.6	23.4
Indiana	0.8	11.2	0.7	0.6	0.8	85.7	14.3
Iowa	0.9	1.6	0.4	0.4	4.8	91.6	8.4
Kansas	1.5	5.6	3.2	0.2	1.5	87.7	12.3
Kentucky	1.7	11.4	0.1	0.2	0.2	86.2	13.8
Louisiana	2.4	32.5	0.3	0.8	2.1	61.6	38.4
Maine	0.0	0.0	6.0	0.0	0.0	93.6	6.4
Maryland	3.0	19.6	0.3	1.3	1.1	74.5	25.5
Massachusetts	1.3	3.7	0.2	0.3	1.8	92.4	7.6
Michigan	0.7	13.1	0.7	0.5	1.6	83.0	17.0
Minnesota	1.5	0.7	0.4	0.2	0.3	96.6	3.4
Mississippi	0.3	23.3	0.3	0.3	0.5	75.0	25.0
Missouri	0.3	6.3	0.4	0.3	1.7	90.7	9.3
Montana	0.3	0.1	8.3	0.0	0.6	90.4	9.6
Nebraska	0.1	2.1	0.3	0.3	1.0	95.9	4.1
Nevada	0.3	6.5	1.8	1.3	2.4	87.7	12.3
New Hampshire	0.2	0.4	0.1	0.2	0.4	98.5	1.5
New Jersey	0.9	14.0	0.2	0.9	2.8	81.0	19.0
New Mexico	0.0	1.7	13.5	0.3	34.5	49.6	50.4
New York	0.4	10.3	0.5	0.8	4.5	83.2	16.8
North Carolina	0.5	20.5	0.9	0.3	0.3	77.1	22.9
North Dakota	0.7	0.3	18.1	0.0	0.1	80.6	19.4
Ohio	0.2	14.6	0.2	0.4	0.7	83.6	16.4
Oklahoma	4.7	8.0	4.5	0.9	1.0	80.6	19.4
Oregon	1.5	1.1	1.1	1.8	1.3	92.9	7.1
Pennsylvania	0.2	13.2	0.1	0.8	0.8	84.5	15.5
Rhode Island	0.2	5.1	0.1	0.3	0.3	93.7	6.3
South Carolina	0.4	29.9	0.1	0.3	0.2	68.7	31.3
South Dakota	0.2	0.2	2.6	0.6	0.0	96.2	3.8
Tennessee	0.7	18.6	0.1	0.2	0.3	79.8	20.2
Texas	1.7	10.8	0.3	1.0	12.0	73.9	26.1
Utah	0.2	0.4	1.4	1.0	3.1	93.6	6.4
Vermont	0.3	0.3	0.1	0.1	0.1	98.8	1.2
Virginia	0.2	13.0	0.2	1.7	0.8	83.8	16.2
Washington	3.4	2.6	1.3	1.9	1.2	89.3	10.7
West Virginia	0.0	4.0	0.2	0.4	0.2	94.9	51.1
Wisconsin	0.2	7.0	0.7	0.4	1.1	90.3	9.7
Wyoming	1.0	0.7	1.3	0.3	1.7	94.7	5.3
American Samoa	0.0	0.0	0.0	98.5	0.0	1.4	98.6
Puerto Rico	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Micronesia	0.0	0.0	0.0	100.0	0.0	0.0	100.0

Tables II-A through II-E present data on the percentage of total enrollment of racial/ethnic category, pointing up the top ranked states, the percentage for all states combined, and typical states (those falling at or nearest the median).

Table II-F contains data for all minorities combined.

This AACJC survey found considerably more non-resident alien students in two-year colleges than have been counted before. The 1976 Higher Education General Information Survey (HEGIS) reported 37,398 non-resident alien students in two-year colleges, which agrees with the report, "Open Doors/1977-78, Report on International Education Exchange," which shows 37,446. With a response rate of 78.8, or 971 colleges responding, AACJC found the total figure for non-resident aliens to be 50,117. This figure may be inflated for several reasons. Some college data systems contain only a field for citizenship and not for visa status. If all non-citizen students are placed in the non-resident alien column this would be a count of refugees and others as well as the students here expressly for study. This is certainly an area that needs a second look.

TABLE II

MINORITY ENROLLMENT AS A PERCENTAGE OF TOTAL ENROLLMENT, TOP RANKED AND TYPICAL STATES, AACJC, 1978

TABLE II-A
NON-RESIDENT ALIEN, 1978

Rank	State	Percent
1	Illinois	5.0
2	Oklahoma	4.7
3	Washington	3.4
4	Hawaii	3.1
5	Maryland	3.0
6	Louisiana	2.4
7	Colorado	2.3
8	Florida	2.0
9.5	Kentucky	1.7
9.5	Texas	1.7
All states combined		1.4
Typical states		
	Michigan	0.7
	No. Dakota	0.7
	Tennessee	0.7

TABLE II-B
BLACK, NON-HISPANIC, 1978

Rank	State	Percent
1	Louisiana	32.5
2	So. Carolina	29.9
3	Alabama	27.8
4	Mississippi	23.3
5	Arkansas	20.7
6	No. Carolina	20.5
7	Maryland	19.6
8	Georgia	18.9
9	Tennessee	18.6
10	Delaware	15.2
All states combined		10.7
Typical states		
	Kansas	5.6
	Nevada	6.5
	Missouri	6.6
	Wisconsin	7.0

TABLE II-C
AMERICAN INDIAN OR NATIVE ALASKAN, 1978

Rank	State	Percent
1	Alaska	42.3
2	No. Dakota	18.1
3	New Mexico	13.5
4	Montana	8.3
5	Maine	6.0
6	Arizona	4.9
7	Oklahoma	4.5
8	Kansas	3.2
9	So. Dakota	2.6
10	Nevada	1.6
All states combined		1.0
Typical states		
	Florida	0.3
	Illinois	0.3
	Louisiana	0.3
	Maryland	0.3
	Mississippi	0.3
	Nebraska	0.3
	Texas	0.3

TABLE II-D
ASIAN OR PACIFIC ISLANDER, 1978

Rank	State	Percent
1	Hawaii	70.1
2	California	5.9
3	Washington	1.9
4	Oregon	1.8
5	Virginia	1.7
6	Maryland	1.3
7.5	Illinois	1.2
7.5	Alaska	1.2
9	Nevada	1.1
All states combined		2.4
Typical states		
	Connecticut	0.5
	Georgia	0.5
	Michigan	0.5

TABLE II-E
HISPANIC, 1978

Rank	State	Percent
1	New Mexico	34.5
2	Texas	12.0
3	California	10.3
4	Arizona	8.9
5	Florida	8.6
6	Colorado	8.4
7	Iowa	4.8
8	New York	4.5
9	Hawaii	3.2
10	Utah	3.1
All states combined		6.6
Typical states		
	Nebraska	0.7
	Oklahoma	1.0

TABLE II-F
MINORITY SUB-TOTAL

Rank	State	Percent	
1	Hawaii	78.8	
2	New Mexico	50.4	
3	Alaska	44.9	
4	Louisiana	38.4	
5	So. Carolina	31.3	
6	Alabama	29.8	
7	California	28.6	
8	Texas	26.1	
9	Maryland	25.5	
10	Mississippi	25.0	
All states combined		22.4	
Typical states			
	Virginia	16.2	Black (13.0%)
	Ohio	16.4	Black (14.6%)
	Colorado	16.5	Hispanic (8.4%) Black (3.8%)
	New York	16.8	Black (10.3%) Hispanic (4.5%)
	Michigan	17.0	Black (13.1%)
	Delaware	17.1	Black (15.2%)

A summary of enrollment data for minority groups by sex, and full- and part-time status is displayed in Table III; and for minority faculty in Table IV.

TABLE III

MINORITY ENROLLMENT BY MALE/FEMALE AND FULL-TIME/PART-TIME STATUS
AACJC – 1978

	Non-Resident Alien	Percent	Black Non-Hispanic	Percent	American Indian Alaskan Native	Percent	Asian or Pacific Islander	Percent	Hispanic	Percent	White Non-Hispanic	Percent	Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
MEN													
Full-time	20,376	3.0	77,920	11.6	6,292	0.9	17,410	2.5	52,704	7.8	495,166	73.9	669,868
Part-time	11,613	1.2	96,752	9.3	9,519	0.9	28,587	2.7	64,684	6.2	825,102	79.5	1,026,257
Total	31,989	1.9	174,672	10.2	15,811	0.9	45,997	2.6	117,388	6.8	1,320,268	77.3	1,706,125
WOMEN													
Full-time	7,346	1.1	95,361	14.6	7,161	1.0	14,109	2.1	53,227	8.1	473,914	72.7	651,118
Part-time	10,782	0.9	105,226	9.2	12,588	1.1	25,643	2.2	62,091	5.4	919,101	80.9	1,135,431
Total	18,128	1.0	200,587	11.2	19,749	1.1	39,752	2.2	115,318	6.4	1,393,015	77.9	1,786,549
All Full-time	27,722	2.1	173,281	13.1	13,453	1.0	31,519	2.3	105,931	8.0	969,080	73.3	1,320,986
All Part-time	22,395	1.0	201,978	9.2	22,107	1.0	54,230	2.4	126,775	5.8	1,744,203	80.2	2,171,708
Total	50,117	1.5	375,259	10.7	35,560	1.0	85,749	2.5	232,706	6.7	2,713,283	77.7	3,492,674

Number of Institutions: 971

TABLE IV

MINORITY FACULTY EMPLOYMENT BY MALE/FEMALE AND FULL-TIME/PART-TIME STATUS
AACJC – 1978

	Non-Resident Alien	Percent	Black Non-Hispanic	Percent	American Indian Alaskan Native	Percent	Asian or Pacific Islander	Percent	Hispanic	Percent	White Non-Hispanic	Percent	Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
MEN													
Full-time	108	0.2	2,065	4.1	224	0.4	764	1.5	1,839	3.7	44,260	89.3	49,260
Part-time	209	0.3	2,652	4.7	190	0.3	716	1.2	1,967	3.5	50,320	89.7	56,054
Total	317	0.3	4,717	4.4	414	0.3	1,480	1.4	3,806	3.6	94,580	89.8	105,314
WOMEN													
Full-time	53	0.1	2,397	8.6	126	0.4	387	1.3	1,329	4.7	23,559	84.5	27,851
Part-time	67	0.1	2,308	6.8	92	0.2	478	1.4	1,126	3.3	29,463	87.8	33,534
Total	120	0.1	4,705	7.6	218	0.3	865	1.4	2,455	3.9	53,022	86.3	61,385
All Full-time	161	0.2	4,462	5.7	350	0.4	1,151	1.4	3,168	4.1	67,819	87.9	77,111
All Part-time	276	0.3	4,960	5.5	282	0.3	1,194	1.3	3,093	3.4	79,783	89.0	89,588
Total	437	0.2	9,422	5.6	632	0.3	2,345	1.4	6,261	3.7	147,602	88.5	166,699

Number of Institutions: 971

Table V compares changes in minority enrollment and changes in minority employment in community, junior, and technical colleges. Differences between minority employee percentages and enrollment are greatest for faculty (−10.6 percent) and least for professional staff (−5.2 percent). Among blacks the shortfall for employment relative to enrollment is somewhat less among professional staff (−1.0 percent) and somewhat greater for faculty (−5.1 percent).

TABLE V

ENROLLMENT AND EMPLOYEE PERCENTAGES, AACJC, 1978

	Non-Resident Alien	Black Non-Hispanic	American Indian Alaskan Native	Asian or Pacific Islander	Hispanic	White Non-Hispanic	Minority Subtotal
Enrollment	1.4	10.7	1.0	2.4	6.6	77.6	22.1
Faculty	0.2	5.6	0.3	1.4	3.7	88.5	11.5
Professional Staff	0.1	9.7	0.5	2.2	4.5	83.1	16.9
Administrative Staff	0.3	7.4	1.5	0.9	3.7	86.1	13.9

Multiple Source Comparisons

Comparing one source of data with another requires a tolerant mind, but it is useful in getting a general picture of change. Table VI uses three sources of data to indicate changes in enrollment since 1970. Since there were discrepancies in actual figures, percentages give a more accurate presentation. From 1970 through 1978, the growth across ethnic categories has been roughly comparable between full-time and part-time students. The growth in the percentage of full-time black enrollment has been greater than for part-time black enrollment. The former appears to be stable in recent years while part-time black enrollment has declined during the same period.

TABLE VI

MINORITY ENROLLMENT PERCENTAGES IN ALL TWO-YEAR COLLEGES
(from three sources)

	Full-Time			Part-Time			Total		
	1970[1]	1976[2]	1978[3]	1970	1976	1978	1970	1976	1978
Black	4.8	13.1	13.1	3.5	10.4	9.2	8.3	11.7	10.7
American Indian or Native Alaskan	0.4	1.1	1.0	0.3	1.0	1.0	0.7	1.1	1.0
Asian or* Pacific Islander	0.8	2.0	2.3	0.6	2.2	2.4	1.4	2.1	2.4
Hispanic**	2.3	7.1	8.0	1.7	6.2	5.8	4.0	6.6	6.6

1 Fall 1970, HEW/Office for Civil Rights
2 Fall 1976, HEGIS SURVEY
3 Fall 1978, AACJC Minority Survey
* "Oriental" in 1970 Survey
** "Spanish" in 1970 Survey

Table VII also uses three data sources to chart changes that have occurred in the numbers of minority faculty, professional staff and administrators in the 1970's. Again, the fact that data come from different sources makes exact interpretations risky. There appears to have been growth in the percentage of minority employment from 1970 to 1978. There are no data for professional staff in 1970, but since 1975 it seems that the rate of growth is slowing down for that category as compared to faculty and administrative staff. There appears to have been more growth for blacks and Hispanics, small growth for Asians, and virtually no growth for American Indians.

From 1970 through 1978, the percentage of black enrollment increased about 30 percent and Hispanic enrollment increased by 65 percent. At the same time the percentage of black faculty increased by 55 percent and Hispanic faculty increased by 260 percent. Even with the considerable growth, there are still sizeable differences between the percent employment of minorities and the percent enrollment of minorities.

TABLE VII

MINORITY EMPLOYMENT PERCENTAGES IN TWO-YEAR COLLEGES, BY EMPLOYMENT CATEGORY
(from three sources)

	Black			Indian			Asian			Hispanic			Total		
	1970[1]	1975[2]	1978[3]	1970	1975	1978	1970	1975	1978	1970	1975	1978	1970	1975	1978
Faculty	3.6	4.9	5.6	0.3	0.3	0.3	N/A	1.1	1.4	1.1	2.0	3.7	5.0	8.4	11.5
Professional Staff	N/A	11.2	9.7	N/A	0.5	0.5	N/A	1.0	2.2	N/A	3.2	4.5	N/A	15.9	16.9
Administrative Staff	5.6	6.1	7.5	0.5	0.6	1.5	N/A	0.5	0.9	1.0	1.7	3.7	7.1	9.0	13.9

[1] Goodrich-AACJC, 1970

[2] HEGIS SURVEY, 1975

[3] AACJC Minority Data, 1978

Another interesting part of the picture is how two-year colleges look when compared with the rest of postsecondary education. There are no 1978 data available at this time for all of higher education. However, in 1976, 38.8 percent of all minority students in higher education were in two-year colleges. A percentage comparison using 1976 data is shown in Table VIII. The percentage of minority enrollment is greater in two-year colleges (22.6 percent) than in higher education as a whole (19.0 percent). This is true for all ethnic categories except non-resident alien.

While the minority percentage in part-time enrollment is comparable for two-year colleges (20.6 percent versus 19.7 percent for all of higher education), there is a somewhat higher percentage of minority students among full-time students in two-year colleges (24.8 percent) as compared to all higher education (19.9 percent). No differences are evident by sex in minority enrollment across ethnic categories between two-year colleges and higher education as a whole.

Turning to employment data reported in the 1976 Higher Education General Information Survey (HEGIS), the percentage of minority faculty in all of higher education and two-year colleges is generally comparable. The only difference of note is that there is a smaller percentage of Asian faculty in two-year colleges.

TABLE VIII

MINORITY ENROLLMENT IN TWO-YEAR COLLEGES AND ALL OF HIGHER EDUCATION, HEGIS (1976)

	Non Resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic	
	Two-Year	All	Two-Year	All	Two-Year	All	Two-Year	All	Two-Year	All	Two-Year	All
MEN												
Full-time	1.9	2.3	11.5	8.7	1.1	0.6	2.2	1.8	6.9	4.3	76.5	82.3
Part-time	0.9	1.1	10.1	9.4	1.0	0.9	2.3	2.1	6.8	6.0	79.0	80.4
Total	1.4	2.0	10.8	9.0	1.0	0.7	2.2	2.0	6.8	4.8	77.7	81.7
WOMEN												
Full-time	1.0	1.0	15.0	11.9	1.1	0.7	1.8	1.7	7.3	4.6	73.7	80.0
Part-time	0.7	0.8	10.7	10.8	1.1	0.9	2.0	1.9	5.7	5.4	79.7	80.2
Total	0.9	1.0	12.7	11.6	1.1	0.8	1.6	1.8	6.4	4.8	76.6	80.1
All Full-Time	1.5	1.8	13.1	10.2	1.1	0.6	2.0	1.7	7.1	4.4	75.2	81.2
All Part-Time	0.8	1.0	10.4	10.1	1.0	0.9	2.2	2.0	6.2	5.7	79.4	80.3
Total	1.1	1.5	11.7	10.2	1.1	0.7	2.1	1.8	6.6	4.8	77.4	81.0

TABLE IX

PROPORTION OF THE 18-24 YEAR OLD POPULATION AND PROPORTION OF TWO-YEAR COLLEGE ENROLLMENT WHICH IS BLACK OR OF SPANISH ORIGIN, BY STATE, IN 1976

State	Black		Spanish Origin	
	Total Enrollment	18-24 Year Population	Total Enrollment	18-24 Year Population
Total	11.0%	12.0%	6.2%	5.3%
Alabama	20.8	29.3	0.1	0.4
Alaska	4.2	4.7	1.7	1.8
Arizona	3.6	2.3	11.4	15.3
Arkansas	15.9	20.5	0.3	0.0
California	9.3	9.5	9.9	15.9
Colorado	4.6	3.6	8.5	10.8
Connecticut	8.4	7.6	2.5	3.0
Delaware	15.9	13.9	1.2	1.9
Florida	12.7	17.9	6.7	6.7
Georgia	16.6	31.3	0.4	0.4
Hawaii	1.2	1.1	3.8	2.2
Idaho	0.2	0.2	0.9	4.9
Illinois	15.2	16.4	2.4	3.9
Indiana	9.4	6.3	0.6	1.8
Iowa	2.1	1.6	0.6	1.0
Kansas	6.2	4.8	2.1	2.8
Kentucky	13.8	10.5	0.2	0.6
Louisiana	31.6	27.5	1.4	1.5
Maine	0.3	0.5	0.0	0.5
Maryland	20.0	20.9	0.6	0.5
Massachusetts	3.5	2.6	1.8	0.8
Michigan	13.9	12.5	0.9	1.3
Minnesota	1.2	0.8	0.2	0.7
Mississippi	27.4	37.3	0.1	0.4
Missouri	18.5	14.0	0.5	1.0
Montana	0.0	1.0	0.0	1.0
Nebraska	5.1	3.5	0.8	1.4
Nevada	6.0	7.2	2.4	5.9
New Hampshire	0.4	0.3	0.2	0.5
New Jersey	13.7	10.3	3.3	5.5
New Mexico	2.7	1.6	15.7	34.1
New York	12.7	13.5	6.1	7.2
North Carolina	20.1	25.5	0.4	0.0
North Dakota	0.2	0.4	0.1	0.4
Ohio	14.2	10.1	0.7	1.3
Oklahoma	9.1	8.1	0.8	1.8
Oregon	1.3	1.5	1.1	2.1
Pennsylvania	10.6	9.3	0.9	1.0
Rhode Island	2.0	3.4	0.3	0.6
South Carolina	28.6	32.2	0.1	0.7
South Dakota	0.2	0.4	0.2	0.9
Tennessee	20.6	17.9	0.3	0.5
Texas	11.6	11.7	16.9	20.1
Utah	0.4	1.1	2.5	3.5
Vermont	0.0	0.2	0.4	1.3
Virginia	14.4	15.6	0.5	0.7
Washington	3.0	2.5	1.6	2.7
West Virginia	3.0	2.3	0.1	0.2
Wisconsin	5.3	3.4	0.8	0.9
Wyoming	1.3	1.1	3.2	5.7

Sources: Population data, Policy Analysis Service, American Council on Education. Based on unpublished data from the Bureau of the Census, Survey of Income and Education, National Center for Education Statistics.
Enrollment data, Fall 1976, HEGIS Survey.

Two-year colleges appear to be serving more non-traditional students than ever before. The average age of community college students is going up; nevertheless, approximately half the two-year college students are under 25 years of age. Table IX shows the proportion of black and Hispanic enrollment in two-year colleges for each state compared to the proportion of the 18- to 24-year-old population in those ethnic categories by state. There is close relationship between the percentage of minorities in the population and in the proportion enrolled in two-year colleges, though there are state by state differences.

The 1978 AACJC Minority Survey was taken in conjunction with the annual AACJC *Directory* Survey; each of the institutions listed in the *Directory* received both a *Directory* and a Minority Survey form. On the Minority Survey the colleges were asked for minority participation data as of October 15, 1978. Over 90 percent of the institutions responded to the *Directory* Survey while 78.8 percent responded to the Minority Survey.

Some colleges collected minority data on an "optional" basis. Because of this difference raw numbers will not be the same in the two publications.

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TABLE X

AMERICAN ASSOCIATIO OF COMMUNITY AND JUNIOR COLLEGES
One Dupont Circle
Washington, D.C. 20036

PART III: Fall Enrollment and Related Data by Racial and Ethnic Categories

Instructions: Using the data you provided in Part II of this questionnaire under Enrollment and Faculty/Staff, please give further information about the racial and ethnic categories specified below. Grand totals reported in this section should be the same as those reported in Part II. (Shaded boxes for office use only).

0 1 C (11) (14) Official Name of Institution: _____ Client Code (1) Batch/Form (5)

ENROLLMENT (headcount credit only)	Non-Resident Alien		Black, Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Totals - Full-Time & Part Time (Equal to Totals Given in Part II)
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1 4 Full Time (11)	(13)	(18)	(23)	(28)	(33)	(38)	(43)	(48)	(53)	(58)	(63)	(68)	(73)
1 5 Part Time (11)													
1 6 Totals by Race/Ethnic Group (11)													
FACULTY/STAFF (headcount)													
1 7 Full Time (11)	(13)	(18)	(23)	(28)	(33)	(38)	(43)	(48)	(53)	(58)	(63)	(68)	(73)
1 8 Part Time (11)													
1 9 Totals by Race/Ethnic Group (11)													
[redacted] Prof. Staff (11)													
[redacted] Admin. Staff (11)	(13)	(18)	(23)	(28)	(33)	(38)	(43)	(48)	(53)	(58)	(63)	(68)	(73)

Respondent's Name _____ Signature _____ Title _____ Phone _____ Date _____

A CONGRESSWOMAN SPEAKS:

IMPORTANCE OF COMMUNITY COLLEGES FOR BLACKS

Honorable Shirley Chisholm

In this post-Bakke period dominated by economic stress and widespread concern about the allocation of increasingly scarce occupational and educational resources, the U.S. Congress will soon initiate in earnest the process of reauthorization of the Higher Education Act. This legislation, because it includes a range of postsecondary programs as well as measures authorizing institutional aid and direct student financial support, will receive close scrutiny from the traditional educational lobbying associations. Significantly, blacks and other minorities have also begun to carefully review the various titles of this Act in order to formulate strategy and legislative proposals geared toward their unique interests. Prominent among the concerns expressed by these groups is a paramount interest in the growth and enhancement of higher educational opportunities for blacks in the nation's community colleges.

Although accurate and precise statistics are still difficult to obtain, some have estimated that black enrollment in community colleges—primarily two-year institutions—ranges as high as 40 percent of the total higher education black student population. Similarly, a significant proportion of Hispanic students are also clustered in community colleges. These enrollment figures mandate that we shape our legislative priorities so as to address the immediate needs of this community college student population. However, we must at the same time develop and implement long range goals which will serve to further upgrade and expand access to postsecondary opportunities for our black youth.

For example, under the existing Act, Title III, which is the only provision in this legislation which provides institutional support, contains a 24 percent set-aside feature to guarantee a portion of funding to community colleges. Some black educators stress the need to preserve this set-aside which they claim operates as a funding floor for eligible institutions. To do otherwise, they warn, might mean that community colleges might be denied the necessary funds and resources to adequately serve a significant proportion of minority students. Others advocate the abolition of the set-aside mechanism in Title III in favor of a concerted effort to secure appropriations for Title X which has gone unfunded. (Title X contains authorizing language for the establishment and expansion of community colleges but is presently unfunded). Those who emphasize this approach point to the squabble and intense competition for funding which has accelerated among those currently eligible for Title III funding under proposed HEW regulations published in November, 1978. I am acutely aware of the underlying tension which exists between some of the predominantly black community colleges which are located in our urban centers and the historically black colleges primarily situated in the Southern states. Still others have identified the need to draft new legislation to establish a program which will provide the necessary transitional and supportive services for students who attempt to bridge the gap from a two-year facility to a four-year postsecondary institution. The high student attrition during this transition phase would seem to buttress this argument.

We cannot select, without further inquiry, the approach or combination of approaches which will best serve the interests of our students. Moreover, we must guard against the tendency to gravitate toward what appears as the most expeditious course of action only to later discover that we denied ourselves an opportunity to explore other more beneficial options. Make no mistake about it—we must be prepared to wage a careful and deliberate struggle to gain and preserve passage of those legislative proposals which redound to the benefit of our black and other minority students.

I will, after further study, introduce a bill to reauthorize the Higher Education Act, and I certainly intend to include measures in this legislation particularly fashioned to address the needs of the community college constituency. In order to secure enactment of this new law, I will need the support and active assistance of all concerned individuals and groups throughout the reauthorization. I hope the supporters of community college education are prepared to join me in this struggle.

MINORITY LEADERS SPEAK:

AN EVOLVING DEVELOPMENTAL STUDIES PROGRAM

Mildred Bell

Since its opening in 1966, El Centro College of the Dallas County Community District in Texas has offered remedial courses in reading, writing, and mathematics, all of which are essential for a school with an open door admissions policy. Students could also enroll in English, Spanish, French, and speech. Two years later, however, administrators realized that additional sections of these Guided Studies Courses, as they were then called, were needed, as well as qualified specialists to teach them. This need brought about the creation of a Guided Studies Division with a staff of full-time instructors.

The name of the division was later changed to Developmental Studies as the program was expanded to include college transfer courses in advanced reading and a one-or two-year program for educational paraprofessionals. The program also includes a one-hour college transfer course offered through the College Learning Skills Laboratory where instructors work with students with individual needs through a wide range of materials, books, tapes, and filmstrips in many areas, including the following: spelling and vocabulary development; reading a textbook and taking exams; outlining, summarizing, and taking class or lecture notes; time management and organizing themes and essays; the improvement of reading comprehension and increasing reading speed; and the use of proper grammar and mechanics in writing.

A recent addition to the programs of the Developmental Studies Division is the Learning Strategies Team. This team consists of two developmental studies instructors who interact with faculty to plan methods of teaching and reinforcing desired study skills within regular course content. The team offers resources and ideas, classroom presentations on basic skills, referral information for students with serious problems, and specialized programs that are developed for particular courses.

Instructors may utilize the Learning Strategies Team for presenting the following skills to the students: how to read a textbook; how to study for and take exams; how to use the library more effectively; how to learn to build a vocabulary; how to acquire note-taking skills; and how to schedule time for school, study, work, and personal affairs.

The Learning Strategies Team has also prepared printed information for distribution to teachers upon request on such topics as: how to teach students to use a textbook; how to teach students to take notes; how to integrate study skills into regular course content; how to use essay tests to help students improve their writing; and how to use timed writings to monitor student progress in writing and in learning course material. The team also works with the Learning Skills Laboratory technician and instructors to set up individualized programs for students in various course content areas.

Another recent addition to the Developmental Studies Division is the talented and gifted program. There are eight basic areas of talented and gifted education. These are: general intellectual abilities, specific academic abilities, leadership abilities, visual/performing arts abilities, psychomotor abilities, affective abilities, and vocational/career abilities. Minority students are typically well represented in the percentage of students nationally who are excelling in the eight major areas.

Students whose strengths go unchallenged frequently become disinterested in school and are more likely to drop out. It is urgently important and in the best interest of the student and society that we develop appropriate educational experiences for these TAG students so that we can reap the benefits of the most gifted leaders, artists, thinkers, teachers and those who have the greatest opportunity to excel in all dimensions of society.

What we have learned by studying the lives of gifted and talented youngsters is that if left without appropriate educational programs, the rich and varied gifts of these youngsters are lost not only to themselves and society but may also become misdirected. Strong leaders who don't know how to work through their gifts to the benefit of society often become negative leaders within society. Our prisons are full of such examples. Bright creative minds have for decades been sent to stand in the halls of schools or sent to the principal for reprimand because few understood or valued the gifts, much less knew how to develop and nurture this rare talent.

What is true for all students is no less true for minority students. Unless the educational program is appropriate for students' needs, challenging and relevant to their interests, and related to their concerns, the chances of keeping them actively in school, much less developing the full range of their giftedness, are small. But with an imaginative, diverse, flexible program, minority students can be actively involved with community leaders and teachers in mentor relationships and internships to work at jointly solving some of the most pressing contemporary problems. They can work directly with business and industry to develop innovative

internships in administration, management, and all phases of vocational/professional life. They can intern with the best art, music, dance and theatre companies to develop their abilities and gifts. In fact, one major characteristic of talented and gifted education is that it is flexible and integrated within the community drawing on contemporary problems, challenges, and opportunities.

Students are more apt to stay in school if they feel challenged and successful, and if they are contributing significant leadership to the institution. The TAG program, as it is now developing, is moving actively in this direction. Minority students are a very important part of the program because they are a significant and important resource within society. With an active *recruitment* of minority students, it is possible not only to strengthen the program and the educational opportunities for all students as a result of strong student projects, but to make a positive impact on the retention of minority students.

Several courses in the area of English and history have been created for the special interests of minority students. Two courses are offered at the sophomore English level: Black Literature (English 215), and Black Poetry (English 216). Four courses are offered through the Social Science Division that have appeal for minority students: The Heritage of Mexico (History 110), Latin American History (History 112), Afro-American History (History 120), and American Minorities (History 204). It is the belief of college staff that the offering of courses to appeal to the pride of the ethnic origin of students helps to retain students.

Several approaches are being tried in the college's English 102 course entitled "Composition and Literature," the second semester of freshman English. One section is offered in both the day and evening programs, and is designed to meet the needs of students who have problems with abstract learning. The approach in this effort is an audio-visual one that commences with an introductory unit on contemporary song lyrics as literature. Thereafter, an international survey course presents writers and literature chronologically as parts of civilization.

The instructor of this course sometimes does an oral interpretation of literary works instead of relying solely on the printed page. Sometimes period costumes are displayed in class. Students can also receive extra credit by attending and criticizing current plays that are offered in the Dallas area.

Other English 102 instructors are utilizing special focuses to interest students in literature. For example, one instructor attempts to introduce literature to students by focusing on the mythological lore of various ethnic groups, while another instructor uses the literature of sports as a central theme.

Counseling at El Centro College is a growing, evolving, and continually changing concept, contingent upon the needs of the student population. Its professional services are designed to assist the student in discovering and utilizing his or her potential in the decision-making process. Counselors maintain the philosophical stance that the student is capable of making objective and satisfying decisions about educational, vocational, and personal goals given appropriate guidance to alleviate fears, deficiencies, and often self-distortion. In order to achieve its objectives, El Centro College has a unique counseling organizational structure. Counseling is centered in three locations. They are the Academic Advisement Center, the Career Center, and the Human Education Center, all staffed by professional counselors.

In addition, professional counselors are assigned and housed in each academic division. This makes the counselor more accessible to students and faculty. Job responsibilities are particular to the needs and goals of that academic division. Such decentralized organization permits an integration of student services and instruction. The counselor consults with the instructors to determine how to personalize instruction to promote the student's self-esteem and motivation to learn.

The three centers offer a variety of organized services in an educational setting, which contribute to and expand the scope of the college curriculum.

The Academic Advisement Center provides students with many phases of academic advising and educational planning, including individual counseling, tests and test interpretation, transfer ability information, degree planning, crisis intervention, and tutoring services. Students have access to catalogs and up-to-date information on all colleges in Texas and many in other states. The programs of this center are aimed at meeting the needs of each individual by assessing his or her achievement level upon entry to the college; assisting the student to create a plan for development; and assisting the student in finding the resources within the college that address those needs.

The Career Center provides students a network to make long-range choices and short-term career plans through individual counseling, aptitude and interest testing, a comprehensive career library, current job trends, classroom presentations on career-related programs, seminars on career topics, a part-time job listing service, and individual instructional packages. The faculty is encouraged to promote career awareness in their classes, to show the relevance of course material to career goals, and to include career competencies as a part of the course objectives.

Professionals from the minority business community are invited to the college to provide students with an accurate and realistic view of their particular fields. Recruiters who are seeking minority employees are encouraged to visit classes, the Career Center, or conduct interviews on campus.

The Human Education Center focuses on college-wide activities that are primarily aimed at affective education and the skills for living. Day and evening programs include workshops, seminars, lectures, films, book reviews, and

experiential groups. The sought-after goals are to help the participant grow as a person, to survive in college, to make a career choice, or to develop as a staff member. Many instructors request a repeat of the presentations in their classrooms as an enrichment for other sections.

The monthly calendar of daily activities is distributed throughout the college. Due to the needs of many El Centro students, there is a great deal of concentration on presentations that enhance self-esteem, self-understanding, self-confidence, and anxiety reduction.

Each semester the center presents a one-week counseling series for students on "How to Avoid Academic Suspension." This is a one-day, three-hour seminar conducted by counselors. This series is designed to assist students who encounter difficulty in the classroom, including students already on academic probation, those identified by faculty as potential probationary students, and those who have returned after academic suspension. An outgrowth of this series was the three-semester credit hour human development class specifically tailored to the needs of the students returning after academic suspension.

The Counseling Division also offers other transferable human development (HD) courses. These courses are designed to give more indepth concentration for students who have specific needs. They include:

HD 102 - Orientation for College Success (one credit hour)

HD 104 - Educational and Career Planning (three credit hours)

HD 105 - Basic Processes of Interpersonal Relationships (three credit hours)

HD 106 - Personal and Social Growth (three credit hours)

HD 107 - Developing Leadership Behavior (three credit hours)

Other HD courses are tailored to the needs of specific technical-occupational programs, such as "Death and Dying" for the associate degree nursing program.

Because of El Centro's diverse student body, the Student Development program of the college has always tried to offer a variety of ethnic minority programs and speakers for the student body to reinforce ethnic pride as well as to provide role models for students. Many times Arthur Mitchell, co-founder and artistic director of the Dance Theatre of Harlem, has spoken to our students. As a matter of fact, by a fortuitous set of circumstances, Mitchell agreed to serve as the co-director of the El Centro dance program when it was inaugurated in 1976. The college also underwrote a lecture demonstration for the Dance Theatre of Harlem when the company made its first Dallas appearance.

Many nationally known minority figures are invited to appear. In addition, locally prominent minority judges, city council people, and other business and civic leaders speak to the students. Student development annually sponsors speakers, programs, musical groups, and art exhibitions for Semana Chicana and Black Awareness events. These kinds of events are also offered throughout the year, as are theatrical programs, movies, dance bands, and video tapes that appeal to minority groups.

At El Centro, in short, the Developmental Studies Program includes the total college and the total community.

HASKELL INDIAN JUNIOR COLLEGE - SERVING A SPECIAL NEED

Wallace E. Galluzzi

Haskell's evolution has been continual. From 1885-1890, the school's official name was the United States Indian Industrial Training School. But unofficially the school was always called Haskell, after the Kansas congressman responsible for locating the school in that state. From 1890-1970, the school's official name was Haskell Institute. Since 1970, the school's official name has been Haskell Indian Junior College.

Haskell opened in 1884 with a curriculum of agricultural manual labor from grades one through five. By 1894, Haskell was also training teachers in a Normal Department. One year later a Commercial Department was created to offer business training. The agriculture curriculum had expanded by 1899 into a variety of specialized areas such as fruit culture and dairying, and Trades Department was added. In 1901 a uniform course of study was introduced by the Bureau of Indian Affairs. The secondary curriculum had been accredited by the State of Kansas in 1927, and Haskell was offering post-high school courses in a variety of areas. By 1935 Haskell high school graduates were being actively recruited to remain and begin post-high vocational study.

As Haskell began to evolve into a post-high school vocational-technical institution in 1962, the phase-out of the secondary program ensued. The last high school class graduated in 1965. By 1966, the school was investigating the higher education needs of Indian young people and the possibility of junior college accreditation. Initial steps were taken in 1968 to achieve Kansas State Junior College accreditation, which was formally accorded in 1970.

Haskell Institute became Haskell Indian Junior College in 1970 with the addition of a two-year general education curriculum leading to an associate of arts degree. To meet the needs of Indian students in a constantly changing world, Haskell today is developing broader and more complete educational opportunities. The comprehensive junior college program expands the Indian student's study possibilities across a wide spectrum of educational choices. He or she can choose to pursue a trade or technical skill, a junior college degree, or a combination of both.

Haskell Indian Junior College has been successful and held in high esteem by Indian people for many years. It stands alone in contributing Indian leadership to government, tribes and other related Indian entities. Haskell has a proud and successful alumni group, established on a national level, with chapters in five major population areas.

The success of Haskell Indian Junior College has been its willingness to change or develop its program to meet the needs of its constituency. The Haskell program is successful for a variety of reasons. It is comprehensive in nature, thereby enabling the college to serve a constituency that has an extensive diversity of educational needs with a wide range of programs. For example, the bio-med program encourages students of higher academic skill to participate in a research-oriented program that leads to enrollment at other colleges and universities in science programs that are of a complex academic nature; or students can get on-the-job training in the food service area. There are many levels of academic difficulty and manipulative skills between these two extremes.

Haskell has also attempted to meet the needs of different levels of interest and aptitudes within various fields. In the electronics area, for instance, students are placed in a general education area during the first year of instruction and then all advanced in their second year of instruction to study in various levels of electronic disciplines such as electromechanical, industrial mechanical, radio and television repair and maintenance.

The comprehensive program also enables the college, in its placement and counseling program, to allow students to explore the various areas of training and gain first-hand experience and assistance to make sound academic decisions in finding the areas which are best suited to their educational commitment, aptitudes, and needs. Since the overwhelming majority of students who enroll at Haskell have been deprived of educational opportunities at the elementary and secondary level, it is very necessary for the college to utilize a skills development approach. This is done by computer assisted instruction, by tutorial services, small group instruction, and individual counseling.

All of these services are housed in a modern, pleasant, and easily accessible central location on the campus. Instructors in the various fields are urged to refer students and assist them as some of the deficiencies are identified in their regularly scheduled classes.

The orientation program at the college is very important to the entering student. The program is designed to bring the student to the campus seven to eight days prior to actual enrollment and to enter the student in a concentrated evaluation and an extensive introduction and review of college and community services and programs. The outcome of the program enables the student to have a better understanding of his academic aptitude and the breadth of the college's offerings. Because of this, he or she is better able to make decisions concerning course selection and field of study. The orientation program also enables the college to prescribe a developmental program for the student in order for the person to gain the competency and skills necessary to realize educational goals.

Haskell's approach to cultural studies is a very constructive and sensible manner of offering programs to students who have a need to identify with their culture, to know their history, religion, and arts and crafts. The Division of Indian Studies has been given equal status with other divisions of the college, thereby rendering prestige and credibility to it. The courses in languages, history, and contemporary affairs are of the usual length of one semester; however, many of the other courses in crafts, dance, music, and construction are of lesser length and are held at convenient times for students to enroll throughout the semester. This enables the college to employ, on a short-time basis, authorities and experts in the various offerings from their tribes and reservation areas.

The college has also attempted to utilize the resources of its extensive and successful alumni and to identify with Indian professional organizations. It is very important for the college to exhibit a leadership role in this area. If this college is to remain active and helpful to the Indian community in the future, it must do the following:

(a) Develop a depository of scholarly works for the research and development of Indian programs, policies, and procedures;

(b) Seek a closer identity with tribes and reservation programs and that the visibility of this college should assume a larger profile to Indian communities;

(c) Offer the expertise of its own resources to other Indians, as well as to non-Indian educational organizations;

(d) Develop materials, authentic in nature, to be utilized by the general public, Indians, and professionals in developing educational programs and understanding among all people.

EFFICACY OF COMMUNITY COLLEGES FOR MINORITIES

Donald H. Godbold

For almost two decades community colleges have proven to be the most exciting conceptual and physical intervention on the educational scene. Having broken from the yokes of the K-12 and junior college systems, the community college has been able to assert—precariously—an identity that is uniquely its own in higher education. When consideration is given to the fact that upwards of 75 percent of the minorities who enter college for the first time as freshmen enroll in community colleges, the average age of students at this level nationally is approaching 30, and significant enrollment increases have resulted from part-time students, the positive influences of this level of education on minorities can be easily recognized. At the risk of sounding trite, the positive role community colleges have had in the education of minorities would fall in the categories of (1) providing increased educational opportunity, (2) enhancing opportunities for new careers and development, and (3) providing improved self images.

Increased educational opportunity for minorities has been made possible through the greater accessibility of postsecondary education resulting from open admissions and proximity of community colleges to urban areas where much of the minority population is located. The elimination of admissions requirements and receptivity of the community college to any person over high school age who can profit from education at this level has removed an almost insurmountable obstacle for many minority persons who desire to pursue education beyond high school. The location of community colleges, for the most part within easy commuting distance, low tuition, and the ability to enroll part-time have also been advantageous to minorities seeking education at this level. The provision of outreach centers and taking college level courses into the community service areas has further provided the chance for many minorities to become exposed to postsecondary education who would otherwise not have availed themselves of this opportunity.

Community colleges have also recognized that a policy of open admissions requires that instruction begin where the student is in his or her life. To compensate for certain academic deficits, programs of basic skills development have become accepted adjuncts to instructional programs for transfer to four-year institutions or occupational skills attainment. Programs for basic skills development have had a positive effect on the educational achievement of many minorities.

Of primary significance in the education afforded minorities by community colleges has been the opportunity to acquire necessary academic skills, beyond the basics, for admission to four-year colleges. Many minorities who otherwise would not have qualified for admission to four-year institutions have been able to do so through attendance at community colleges. In like manner, many minorities have viewed the attainment of an associate degree as the major academic accomplishment in their lives for purposes of their own personal enrichment. For many of these individuals, there is no intent to pursue further education except in areas of personal interest.

The average age level of the community college student would tend to indicate that the community college does have something to offer persons other than those who enter directly from high school. The community college does provide for many minorities the opportunity to pursue new fields of occupational endeavor or to improve themselves in their present jobs. Responsive to community needs, the colleges have provided courses for upgrading, licensure, and other objectives related to career enhancement. Courses of this type would not be offered by many commercial or proprietary schools, thereby possibly precluding career improvement for many minorities.

The community college has also been instrumental in helping many minorities develop the sophistication necessary to improve job seeking skills and the development of career goals. Programs of cooperative education, career counseling and personal assessment have been of assistance to many persons in their career exploration. For some, the community college has provided the first serious entrée into the employment market after years of failure, disruptive home lives, financial setbacks, unsuccessful prior educational experiences, and personal despair and frustration.

For large numbers of minority people, the community college has removed the mystique of the exclusivity of education beyond high school. Minority students who have found success at the community college have gained an increased awareness of themselves, resulting in improved self images. They have become more competitive and assertive, less anxious about their place in society, the pursuit of education, and themselves. They have also become better able to cope with the vicissitudes and caprices of the world around them. Community colleges have helped minorities become better persons in interaction with others and as role models to those with whom they come in contact. For many minorities, the educational accomplishment achieved at the community college is the spark to the positive self image that is the passport to a new world and a new life.

Finally, the community college movement has provided increased professional opportunities for these disadvantaged persons. Minorities are found in virtually all positions at all levels in the personnel hierarchy of these institutions. The

professional opportunities provided minorities have done much to improve institutional climates - and provide role models for minorities, as well as diffuse stereotypic notions about their competencies.

Although the community college has provided the passport for a new life into a new world, there is still room for improvement. There could be improvement in instructional methodology and greater appreciation of learning styles to better accommodate the diversity of cultural backgrounds and prior educational achievement of minorities attracted to the community college. Such instruction, which is often resisted by faculty, includes open laboratories, self-paced instruction, and programs of competency-based learning.

There could also be greater acceptance of the widespread need for improved approaches to basic skills instruction. The teaching of basic skills should not be viewed as an adjunct to "real teaching," but a viable and integral part of any community college instructional program.

An area of greater need is the improvement of supportive services in counseling, assessment of learning disabilities and needs, and prescriptive approaches for the reduction of academic deficiencies and goal-oriented learning. The present and outmoded method of delivering counseling services to students does little to enhance these programs on community college campuses or to reach the majority of students who need counseling. The team approach to the counseling of minorities, using para-professionals and peers with the professional counselor, or similar approaches, is advocated. There is a definite need for improved communication and greater concentration of individualized help for students outside the classroom to help cope with the college environment.

Community colleges could make further improvement in the development of more positive self images of minority students by employing more minorities. This is particularly true at the faculty level where the direct interface with the student takes place. The number of minority instructors at colleges, even in areas of high minority density, is woefully small. Employment of more minority faculty should do much to improve the environmental climate of colleges so located, and also provide a much needed sensitivity to diverse student cultures at colleges in areas with less minority density.

Although career exploration is one of the strong suits of the community college, it, too, can be improved upon through better articulated programs with regional and local job opportunities. More first-hand information about occupations requiring significant study is needed, as well as the appropriate facilities for dispensing this information. Many community colleges, particularly those in communities with high concentrations of minorities, fall far short of the mark in developing career exploration opportunities and programs suited to the students being served.

Methods of recruitment, and particularly retention, of minorities need considerable improvement. Both relate to what the college has to offer, how well it is offered, and the environmental climate in which it is offered. Given the proper supportive services and basic skills opportunities, recruitment and retention relate directly to viable and "results oriented" programs and faculty attitudes. As a practical matter, both can and must be improved upon if community colleges are to remain attractive to minorities.

Finally, there is the need for improved research into the efficacy of community college for minorities. The time is quickly waning when we can say without the benefit of objective information that community colleges have been good for minorities. To say that some have become employable before graduation is not good enough. Above all, community colleges must not become the "tracking system" of higher education for minorities, now that the "heat" of student activism is off and the universities have "upped" their admissions requirements.

If we are to continue to believe in the efficacy of community colleges for minorities, we must then provide the data to prove it.

MINORITIES AND THE TWO-YEAR COLLEGE: PAST AND FUTURE

Hattie R. Jackson

Like most Americans, blacks and other minorities place a high premium on education. It is perhaps the one agreed-upon value that transcends political, social, and economic boundaries. However, the importance placed on education by ethnic minorities has not always been equal to their quest for achieving it since traditional admission practices in four-year colleges and universities effectively kept education reserved for a special few. Economic factors served as an additional obstacle that prevented these groups from attaining their educational aspirations. It was not until the advent of the communtiy college movement in the 1960's that higher education became a reality and made significant contributions in assisting blacks and other minorities in their educational development.

The primary contribution toward facilitating this development has been the open door admission philosophy. This concept is the most important principle on which the community college rests, making it the only structure in post-secondary education addressing the democratization of education. This unique educational philosophy provided the much needed mission link for blacks and other minorities in their quest for quality, low cost education. Consequently, this segment of the American population has been able to enhance many of its academic, career, social, and personal needs. In fact, this creative educational strategy has been a useful mechanism for the inclusion of more of the poor into the mainstream of society. That 75-80 percent of all black students entering college for the first time enroll in community and junior colleges is a strong index of the need for this educational structure.

Another positive role community colleges have played for blacks and other minorities has been to "demystify" education. Too often education and the process of going to college has been viewed as a frightening, anxiety producing, and unconquerable endeavor by these groups. Eliminating elitist notions of education, counteracting hopelessness and providing a second chance for self-discovery and growth are accomplishments unique to two-year colleges among American higher educational institutions. Related to providing another chance is the fulfillment of important cultural and psychological needs. Many minorities in higher education represent first generation college students and provide positive role models for members of their families and community, who relay the message that college is a realistic alternative, especially for younger blacks and other minorities. Community colleges should be applauded for removing the mystique from education.

Eliminating access barriers brought community and junior colleges face to face with various academic difficulties many blacks and other minority students encounter. These colleges have been most responsive in providing supportive/developmental academic courses that help students succeed in their regular college courses. These courses in reading, writing, mathematics, and personal development served as a significant motivator and necessary base in helping those students whose academic abilities had been underdeveloped become more adept at negotiating the education system. The developmental/remedial courses offered are an important comment about the intent of two-year colleges to implement the open door philosophy in serving their diverse student populations.

While the community college has made great strides, much remains to be done in responding to the unique needs of black and other minority students. Equal opportunity and full participation in higher education mean more than merely chopping down barriers to admission, but require a total assessment of past responses. These new responses must be well thought out and based on close scrutiny of actual problems encountered by ethnic minority groups, rather than perceived theoretical ones.

The most critical area demanding a new look is instructional delivery systems. Instructional approaches in community colleges have remained largely traditional, despite the fact that most students are non-traditional and fall short of many "standard" academic prerequisites. For example, two-year college faculty members will agree that most of their first semester students display problems expressing written ideas. These problems are manifest in such areas as spelling, organization, idea development, and in students' inabilities to construct clear and complete sentences. Despite this knowledge among two-year college teachers, too many continue to use the straight lecture method and to require that students write fifteen-page research papers during first semester courses. Since two-year college teachers have continued to employ obviously unworkable techniques used in four-year colleges and universities, they have impeded the mission of two-year colleges. Imposing these instructional modes on a different population is pedigogically unsound and is an important explanation of high attrition rates among blacks and other minority students.

Any reassessment of teaching minority students should include an emphasis of language systems used by the students. The language forms used by these groups are different from the so-called standard edited American English forms. These linguistic differences have some serious implications for cognitive styles of learning. This aspect of the students' culture must be given prime consideration by the faculty member in the preparation of instructional material. Despite

the fact that many faculty have different opinions on what to do about the language patterns of blacks, the Spanish speaking and other minority students, few disagree that the writing system of these students is indeed different from non-minority students. It is significant, however, that only a few teachers have creatively and successfully addressed the language differences through their instructional deliveries.

Some of the instructional problems could be addressed far more effectively if the community colleges began to reshape faculty pools. Perhaps the most important element of the problem is to identify and recruit those individual faculty members whose interests, sensitivity, and backgrounds enable them to relate meaningfully to minority students. There has to be a greater spillover of the mission of the colleges into the instructional areas if two-year colleges are to remain viable. These institutions are still vague about staffing requirements and, in addition, continue to lag behind four-year colleges and universities in their recruitment of blacks and other minorities. There are many institutions with a significant minority student population and few or no blacks and minority faculty members. This trend has been rather confusing since the initial pool of two-year college instructors was recruited largely from public high schools where there were blacks and minorities. Whatever response the leadership makes, faculty staffing will be the key factor in determining the effectiveness of two-year colleges in achieving their avowed mission.

A second area that demands some immediate attention for blacks and other minority students is admission to upwardly mobile technical and career areas within the college. Two-year institutions in urban areas with high minority city population appear to give preferences to the suburban, non-minority population in providing accessibility to career programs. This trend is especially overt in the allied health, science, and engineering technology programs while human services and secretarial programs are occupied almost exclusively by blacks and other minorities. In addition, there is a disproportionate number between minority students in liberal arts programs and those who actually transfer to four-year colleges and universities. The implementation of these subtle, unspoken intra-admission practices have developed a quiet black-white racial tracking system which will be an explosive issue with those students who have not been able to profit (i.e., secure employment) from the services community colleges promised to deliver. For urban institutions, minority student communities are important forces in determining the viability of those institutions. Community college leadership, deans, and department heads must insure that admission policies for professional career programs do not militate against blacks and other minorities, and that the college does indeed make all resources available on an equal basis to its entire clientele.

Finally, there is a growing concern among black educators and black professional organizations over high attrition rates among minorities. This is of significant consequence since such a high percentage of black students enrolling initially in postsecondary education do so in two-year colleges. The minority attrition rate has been so severe in certain urban institutions that some speculate closing various campuses within multi-college districts. The important question about this problem is what kind of response these institutions will make amidst this growing movement of back to basics in a fiscally conservative period. To respond to this urgent problem will require the greatest input from all those individuals within the institutions, particularly faculty members, as well as those who would hold significant leadership positions outside the colleges.

The method of staff cutbacks as a response to addressing attrition of minorities may have some very negative consequences for the future of two-year colleges, since a significant number of these cuts involves low seniority minority staff members who are in many instances prime facilitators of the community college philosophy. Institutions should focus their efforts toward intense retention strategies in meeting the minority attrition problem.

In conclusion, the two-year college movement has made an invaluable contribution to higher education, but the real test is yet to come. The major prerequisite for passing the test is inextricably linked to its effectiveness in serving its ethnic minorities who provided that test. If community and junior colleges fail this test, they must call for a total reevaluation of their loudly echoed purpose. This new evaluation could mean that an entirely new structure is necessary for these institutions to reach their goals.

MEETING THE NEEDS OF MINORITY STUDENTS

Helen V. McLean

In a discussion of minority student needs, there are three important considerations: (1) Re-examine the word "minority." Is its meaning the same as it was a decade ago? If not, what does it mean? (2) What do researchers consider to be the major barriers to postsecondary education for this group? (3) How can an institution effectively evaluate its ongoing program?

For many years the word "minority" had an almost singular meaning in our society. It was most widely used as a reference to the American Negro population. But that has changed as the result of new developments in the language of racial relations. The word "negro" itself is now passé; its use is viewed by many blacks as negative, uncomplimentary, and downright "Uncle Tom-ish." Today, the word "minority" is heard in many areas of our daily activities—in government, in business, in industry, in social circles—but what does it mean to us in education?

The federal Office of Civil Rights provides a definition. OCR sometimes utilizes a race/ethnic connotation of "minority" as a means of grouping individuals. There are five such categories: American Indian or Alaskan native, Asian or Pacific Islander, black (not of Hispanic origin), Hispanic, and white (not of Hispanic origin). These represent nice, clean-cut boundaries that can easily be employed to produce statistical data. Based upon my observations, research, and experience with peers, colleagues, and students, I feel that I would be remiss in my obligation if I did not present a more indepth definition of the word "minority" as it exists in academia. I am not advocating that OCR's categories be altered, but if we truly want to meet the needs of minority students, then it behooves us to deviate from the race/ethnic connotation and broaden the student population to include others who enter college portals to partake of the educational experience. I would ask you to consider the educational meaning of "minority" as that of one who differs from the "majority" image, which is still predominant among those who are white, middle-income, Anglo-Saxon.

Many of the problems encountered by one group are common to all groups. Adjustment problems. Financial problems. Social problems. Academic problems. Problems caused by cultural differences. There must be recognition and/or acceptance that these areas are of concern for all students and that the solution may be as effective with one group as it may be with another. To the race/ethnic connotation of minority, I would encourage that the following educational groupings be included: (1) the developmental student (also termed disadvantaged, high-risk, underprivileged, etc.), (2) the handicapped, and (3) the increasing number of foreign students who are now enrolling in our educational institutions. An article in the summer issue of the *Community College Review* refers to them as the "new Nigger on Campus."

At St. Petersburg Junior College, the foreign student population has increased from 31 students in 1972 to 612 students from 42 countries last fall. They enter our institutions under several immigration policies, possessing verbal skills ranging from very fluent to extremely limited competency, from sons of royalty to those who must work to eke out a livelihood. In short, foreign students are bringing new problems to academia, the likes of which we have never encountered before. If we accept these students, do we not obligate ourselves to provide positive experiences for them? The numbers are to increase, not decrease. The problems we are experiencing now will be compounded. The time for making preparations is now. What types of barriers do these students, as well as our native population who are classified as minorities, encounter when they come to us?

The research identifies four barriers which most minority students encounter in higher education. They are language, testing and admissions, finances, and poor preparation.

Language. This is one of the major barriers to minority students. "Black" English, Spanish, Greek, and other non-English dialects bring to the academic setting speech patterns which place students at a disadvantage. Expressions can easily be misinterpreted and a free flowing, totally comprehensible dialogue is sometimes difficult because words, expressions, intonations, and implications are not always deciphered correctly by the student. The effect may be devastating.

Personal observations and informal chats with black staff members and minority students reveal that one area of major misunderstanding is the response to the frequently asked question, "How am I doing?" Students report that instructors often use expressions such as, "You're doing just fine," or "You're really making progress" when discussing their academic standing. Fine—as compared with what? Making progress as measured by what standard? Where the student began? Where the accepted standards of completion are? Too often, in the final analysis, such expressions translate into failing grades. Therefore, the relationship between many white instructors and minority students is perceived by the student as ranging from open rejection to deceitful conviviality. Both extremes are detrimental to a student's growth and development.

Likewise, it is an unfair judgment given to a professional. In many cases, instructors have received no assistance in learning about the minority student—attitude, culture, social circumstances. Colleges and universities are acutely deficient in providing opportunities for instructors to examine

how they actually perceive students who are nonwhite. From the instructor's viewpoint, such terms could be used to project a sense of concern; a sense of not wishing to crush the student's goals, aspirations, and dreams, a desire to help the student build a positive self-concept. But a positive self-concept is not enhanced by praises that end in failure or by temporarily shifting one's focus away from the business at hand. Teachers must deal with personal attributes and subject matter simultaneously.

However, in all fairness to the teaching profession, much of the blame for this insensitivity must be placed on the administration.

Higher education has not provided the instructional staff with methods and techniques for coping with bias, for developing a sensitivity to cultural differences of minorities and for examining, in structured learning situations, the relationship between student and teacher in multicultural classrooms.

Testing and admission. The minority student is also at a disadvantage in testing and admission which are designed with the majority student in mind. The minority student is therefore measured according to how he or she may adapt to majority standards. The state of Florida, with its minimum competency examination (renamed from the Literacy Examination because of the cries from concerned minority citizens) is an active example of the bias in the nation's testing program. The recent Supreme Court decision on the Bakke case has jolted the pendulum which was making an effort to compensate for the discrimination caused by the entire matter of testing and admission. Morality and commitment seem to be the guiding light at this point.

A closer look at admissions procedures, however, will reveal a different kind of insensitivity. Many minority students are "turned off" by the personnel in admissions offices. Most students, when they come to college, are frightened, apprehensive, and downright "scared." That's normal, of course. But many encounter cold, indifferent career personnel who send the potential student scurrying to any source of security for acceptance. A statement as simple as, "This application is incomplete—complete it," to one who thought the task was done is like being dropped over a cliff without a rope because no one told the student that every space must be filled. Furthermore, the noninstructional staff of an institution must be made aware of the perceptions of minority students. This should be the concern of the total personnel of an institution—not just a particular segment. These students are expected to become an integral part of the total academic setting. Therefore, all personnel must be cognizant of their needs and/or deficiencies.

Finances. Financial insecurity presents another obstacle to higher education for minority students. Research shows that insufficient funds, especially for clothing and spending money, is a decisive factor in academic failure. If tuition assistance is given, there is often no consideration for living allowances. Considerable help has come via state and federal loans and grants, but many do not qualify. To overcome this barrier, those who are left out seek employment to supplement their incomes. Instead of alleviating the situation, too often the problem area shifts. This becomes the problem: time to study, time to work, time to enjoy friends and recreational activities; time, time, time. Where does it go? What started as a financial barrier has now developed into an avalanche of problems.

Poor preparation. Poor preparation, I feel, is the most crucial barrier that minority students face. Sufficient research data are available to identify these areas of academic deficiency. They are (1) communications skills, (2) computational skills, (3) problem solving skills, and (4) study skills. After years of traditional schooling or nonacademic pursuits, a large percentage of minority students cannot adequately employ the language arts skills, requisites to acceptable college performance, to successfully handle the complexities of reading, writing, speaking, and listening. Also, these students are not proficient in some of the most elementary mathematic skills. Thus, their ability to perform basic operations in solving problems and analyzing mathematical steps is limited. They have not developed efficient study skills. Therefore, they do not make effective use of their time.

Another barrier emerges. The conventional question about a student's learning potential is usually answered in the conventional way, namely by a summation of high school grades and/or standardized test scores. Relatively low scores accompanied by poor grades or no high school diploma are frequently interpreted and judged as "not college material." But for many minority students, *all* data must be examined and interpreted analytically, suspiciously, and in depth before an attempt is made to judge potential success in higher education. These students enter college with a varied background which is rich in experiences and full of learning opportunities. In most cases, however, these experiences are not deemed reflective of the "normal" social order. Instructors must know that to use test scores and grades as the sole means of evaluation and/or placement would negate the fact that learning occurs in many different places, not only in the classroom; that learning is an on-going, lifelong process, not a phenomenon which occurs during specified ages, and that every human being has the capacity to learn. Further, the conventional methods of assessing abilities and deficiencies are not adequate when applied to minority students. Therefore, opportunities must be made for the teacher to acquire additional methodology and multiple instructional approaches to one's existing delivery system.

There is no simple solution to the problems facing minority students in higher education. Many programs have been initiated to meet their needs—preparatory courses to upgrade deficiencies, total curricula to enhance the self-concept

while upgrading academic deficiencies and earning college credit, peer tutoring, supplementary instructional aids, alternative instructional strategies, and ethnic studies. The examples could go on and on, and I am certain that concerned educators who have offered such programs have experienced various degrees of success. On the whole, a higher education has made enormous advances in minority education during the past few years. Enrollments have increased and there are continuing efforts to provide equal educational opportunities. These activities have helped, but they are not sufficient to qualify as the end result. Underrepresentation, the uncertainty of current efforts, and insufficient, decreasing financial aid all point to the need to accelerate the drive to meet the needs of the students.

To alleviate and/or identify some of the problems, it is recommended that postsecondary education institutions reassess programs and policies that affect minorities. The goal should be to bring some order, understanding, and renewed energy to practices that influence the institution's commitments to equal educational opportunity for all persons.

Higher education has initiated many changes in an effort to respond to minority students' needs. These changes have eased the frustrations experienced in the '60's. However, many minority students are still faced with barriers, particularly those of poor preparation and financial need. Compounding the situation is their feeling of alienation on predominantly white college campuses where the curricula and social order reflect the culture, aspirations, expectations, values, beliefs, and language usage of the white, Anglo-Saxon, middle-income group—a far cry from the profile of the minorities who seek upward mobility via the educational medium.

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